DOCUMENT RESUME

ED 199 646 CS 005 936

AUTHOR Richardson, Judy S.
TITLE An Ethnographic Study of College-Aged Inefficient Readers.
PUB DATE 80
NOTE 33p.; Paper presented at the Annual Meeting of the College Reading Association (24th, Baltimore, MD, October 30-November 1, 1980).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Students; Course Evaluation; Ethnography; Higher Education; Programed Instruction; Reading Difficulties; *Reading Improvement; *Reading Instruction; *Reading Research; Research Methodology; *Student Characteristics; *Study Skills; Teaching Methods; Tutoring

ABSTRACT

A study was conducted with 12 college-aged inefficient readers in a reading improvement and study skills course. Students were divided into types by the instructor, and the type of student who would do best with one of three types of independent projects was considered as a major question of the study. The student types were (1) gregarious and self-motivated, (2) independent but quiet and self-centered, and (3) passive and dependent. The three types of independent projects were a tutoring project, a log book project, and a programed workbook project. Results indicated that student type did not successfully predict achievement on a reading test or on grade point average. No clear evidence was found to show that particular student types did better with particular projects. Rather, a student's current situation and expressed goal, not social characteristics, led to project success. The log book group and programed workbook group were more successful than the tutoring group on a reading test and had higher grade point averages. (MKM)

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AN ETHNOGRAPHIC STUDY OF COLLEGE-AGED INEFFICIENT READERS

Judy S. Richardson
School of Education
Virginia Commonwealth University
Richmond, Virginia

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A paper presented at the Twenty-fourth Annual Meeting of the College Reading Association, Baltimore, Maryland, October 30, 1980.

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AN ETHNOGRAPHIC STUDY OF COLLEGE-AGED
INEFFICIENT READERS

Introduction

This paper is as much a course description as it is a report of research using ethnographic inquiry as its base. The study was inspired by papers presented at the College Reading Association Conference in 1979 by Schumacher, Boraks, and Duncan, who described basic methodology underlying ethnographic inquiry and provided examples of its application. At the time, I was struggling to understand the needs of college students enrolled in a reading and study skills class and to design a relevant course for them. Ethnographic inquiry offered me a way to observe, question, and design such a course. The objectives of this paper are:

to share a model of a field study used for the development and evaluation of a course for inefficient college readers;

to share the results of the study.

Characteristics of Ethnographic Inquiry

Briefly stated, there are four major components in designing an ethnographic inquiry (Levine):(1) One formulates a research problem and several hunches which could be tested within a given field setting; the hunches are not specific because variations within the setting often occur; (2) One selects a group in which to study the problem; (3) An exploratory phase where data is collected in a variety of ways, both quantitative and qualitative, in an attempt (4) to answer the questions is conducted. Thus, ethnographic inquiry requires participant observation in a natural setting with a multiplicity of instances observed, several indices and test data gathered to be compared with several hypotheses against natural conditions, over a period of time.

Formulation of this Study

During 1979-80, I was assigned to teach one section each semester of a university reading and study skills improvement course. The enrolled students, mostly freshmen and sophomore level, were a different clientele than the graduate students in teacher training programs to whom I was accustomed. They were somewhat like the high school seniors I had previously taught, but more mature in life style although not in reading and study skills proficiency. Many of the lectures and learning experiences I developed for them during the Fall semester fell rather flat.

Although my evaluations were positive, indicating that perhaps the students valued my course more than I valued myself as an instructor after that Fall semester, I was determined to effect changes in the course. I asked myself what approaches and techniques would work best with this clientele. What could I do, or lead them to do, to increase their skills?

In retrospect, I was able to note: (1) the students possessed negative attitudes and poor study habits but were unable to articulate reasons for this in our class setting; (2) they resisted independent projects, had difficulty in stating preferences for a project or activities which would be personally worthwhile; (3) they seemed to have different approaches to learning which were expressed in their final choice of projects. The more gregarious and self-motivated turned out to be successful tutors; those most independent but quiet and self-centered chose to keep a comprehensive log book; those most passive and dependent felt most successful working weekly in programmed texts; (4) the students demonstrated a need to talk with me in individual settings more than any group

of students I had previously encountered; (5) the most positive comments about the course on the final evaluation concerned the value of their required weekly log of reading activities and the completion of their projects.

These observations were made at the end of the Fall semester course. They represented an exploratory phase of inquiry but not with systematic observations describing events as they had occurred. However, they were a requisite - "foreshadowed problems" (Schumacher) - for developing an ethnographic study leading to a different teaching approach. Steps one and two of Levine's model were in place for me! I resolved to develop the Spring semester course as the exploratory phase (Step 3). Thus I designed my course to enable me to ask several questions, observe for answers in a multiplicity of settings, collect data in numerous ways, and take extensive field notes.

The Setting

This field study was conducted in an urban university during the Spring 1980 semester, spanning four months. The participants were twelve students enrolled in Education 101, Improvement of Reading and Study Skills. The majority were freshmen and sophomores experiencing the necessary adjustments of reading and study habits in a university environment. Enrollment was by elective, thus they had identified themselves as inefficient readers. Composition of the group by race, sex, class, and entry scores is provided in Table 1. Two students dropped the course by mid-semester, so only partial data could be collected on them. Because

of the small number, traditional research design could not be implemented but an ethnographic approach was suitable.

The Guiding Questions

1. What type of students compose this group?
2. What type of student seems to do best with which of three types of independent projects?
3. Do independent projects contribute substantially to attainment of personal goals, responsible study habits, increase in writing ability, and reading and study skills improvement?
4. Will completion of a specific project be perceived by students as relating to reading and study skills progress in this course and in their college program?
5. What factors within this course seem to stimulate student success? (Success as defined by increase in Nelson-Denny scores, positive attitudes, improved study habits, improved writing skills, increase in grade point averages.)

Data Collection Procedures

Extensive field notes were collected in various ways. Four thirty minute conferences were scheduled throughout the semester. Students submitted weekly progress notes about their project status and perceptions of its applicability to their improvement, from which I collected data. In addition, students wrote brief essays, one at the beginning and one at the end of the semester. The ending essay was to cite at least two course improvements. Essays were written in "hamburger" style (Beyer) and to contain at least two paragraphs each. Students were asked to think about a topic, write a draft, edit it, and write the final product in class. Students also completed two anonymous course evaluations, one a university form and one requested by me. Other qualitative collection measures were

a comparison of course goals with project completion, teacher evaluation of each student, and course grade.

Quantitative data collection included pre and post Nelson-Denny scores, score on Survey of Habits and Attitudes, grade point averages before and after this semester, and number of absences in the class. A pre and post writing sample was analyzed both qualitatively - for student comments about course improvements - and quantitatively - for an objective measure of decrease in number of errors and increase in writing sample length.

Considerations within Data Collection Procedures

It was not possible for me to be an impartial observer during this field study; however, the researcher role in ethnography calls for a participant rather than an observer in some situations (Lutz) and an observer or observer-participant in others (Gold). As an "insider" I was able to collect data and solicit comments which an "outsider" could not have done.

The content of interviews, weekly comments, and final essay should be interpreted with caution since students - even subconsciously - often wish to impress an instructor. To assure valid data, I employed triangulation by substantiating this data with the more objective data gained from scores mentioned under quantitative collection procedures.

Description of Three Projects

Independent projects had been required during the Fall semester and had proved to be one of the more successful course elements. My objectives were to provide: an opportunity for independent attainment of personal

goals; an on-going sense of responsibility for one's own learning; a concrete way to measure one's own growth; weekly introspective writing opportunities. Since students were positive about the projects in their Fall semester evaluations, I offered the same three projects to Spring semester students and determined to observe more carefully for answers to my questions.

One project was a tutoring experience which had been conceived of and organized the previous year by Drs. Baker and Boraks. Children from a nearby boys' club were to be tutored by reading and study skills students, with joint objectives for improving the reading skills of both. Tutors met once weekly with pupils. They were responsible for reading a tutoring manual (Boraks), preparing lessons, tutoring and reporting results on a weekly basis. Since students had found the environment at the boys' club distracting to concentration, the setting for tutoring during Spring semester was changed to the Reading Center on campus. The tutoring program did not work effectively in this milieu, however. Some weeks no children arrived; sometimes new children attended and ones for whom lessons had been planned did not. These external factors detracted from the project and student participation although two students used the opportunity to obtain unanticipated personal success. Tutoring reports, and summations of reading in the Tutor's Manual were turned in weekly. Students selecting this project are called the "tutorers."

Another project was a programmed workbook approach. Students were assigned to one of several workbooks to complete independent work for a minimum of two hours weekly. Since the workbooks could be checked out for home use, students could plan their own time, yet the work was

very structured. The exercises completed were turned in weekly along with student comments about perceived progress for grading and instructor comment. Students selecting this project are called the "programmed workbookers."

The third project was development of a comprehensive log book. Each week, a student was to enter: brief notes of class meetings, content and assignments; at least two vocabulary words (within sentences) encountered that week; a modified SQ3R procedure as applied to the student's most difficult textbook: length of chapter; time estimated and actually taken to read it; questions to be answered in reading; reading; answering questions; evaluative comment. Students selecting this project are called the "logbookers."

Description of Course Procedures

The class met for two fifty minute sessions weekly, with the third meeting time used for independent projects and conferences. Mondays were reserved for instructor presentations, Tuesdays for class work in Miller's Increasing Reading Efficiency. Each student kept a progress chart of rate and efficiency on the Miller readings. Monday discussions included general reading techniques, vocabulary study, book sharing, and reporting on a survey of study habits of students my students had completed. Tuesdays were the "application" days.

Findings

I. Conferences

The first portion of each conference was structured to encourage free conversation about the course and the student's perceptions of his/

her progress. During the second part, I solicited answers to specific questions. The first conference was scheduled early in the semester (January) so that each student could describe reasons for taking the class, goals for progress, and decide on one of three projects. The Nelson-Denny test results were given and the first writing sample reviewed. The second interview (end of February) was designed to share results of the Survey of Study Habits and Attitudes as well as to discuss general reactions and progress on the project and in class. The third interview (March) was again a general interview. Students shared progress and concerns. Several discussed their difficulties in other courses and I offered suggestions. The last interview (late April) was a time of reflection, suggestions, comparison of pre and post writing samples and Nelson-Denny scores. Students projected what their GPA for the semester would be and what it had been the previous semester.

The interviews were a rewarding component of this program. Students became more reflective, honest, and responsible about their part in the conversation with each meeting. They volunteered what they preferred and disliked about the course, which helped me to make immediate changes in content and orientation. For instance, during the second interview, one student observed that the Spache and Berg test we had been using seemed boring. I was then able to ask other students in conference whether this was true for them; as a consequence of their agreement, we dropped Spache and Berg. I ordered copies of Your Study Skills or The Care and Feeding of Your Grade Point Average as a "quick 'n' dirty" alternative. During the last interview, the same student commented that he enjoyed the pamphlet much better. "We know all those things, but we need to be hit in the face with it, not put to sleep."

Also, while explaining the Survey of Study Habits and Attitudes and requesting feedback, I learned that these students had very negative attitudes towards instructors and little confidence in the goals of general college education (See Table II). Most of them had low study habit scores, but shrugged and said, "It's nothing new" or "It makes me consciously aware of what I already know." The survey reminded them of negative experiences: "All the bad things, negative ones, popped into my mind," "I had no faith in the items." One student did comment that, "It's very reflective. I'm thinking of dropping out and this caught it."

As a result, I tried an idea suggested by Starks. Each student interviewed five friends about their study hours and grades. We collated the findings and discussed conclusions as a whole group during Tuesday meetings. Although the findings were not definitive, the experience seemed to have a sobering effect on my students that the survey did not have:

> "I learned a lot from the project we did on an interview of college students' study hours. I learned that one student may not have to study as hard as another student and get the same grades or better. I also learned that juniors and seniors usually study less than freshmen and sophomores because they've developed regular study hours and are used to the courses." "The interviews were more effective." "The interviews created awareness."

II. Evaluations

Since the evaluations were written anonymously, they must be reported generally, not by specific projects. Students were asked if the course goals stated in the syllabus had been met or if these should be altered. All students said the goals had been met. One wrote, "Yes, I improved my study skills and reading skills. I'm able to look at my education with a different view." Only one person suggested an alteration of the

syllabus goals to "perhaps more of an individualized approach." When asked what was most effective about the course, four cited general course content such as book critiques, textbooks, reading records, and the class survey of study habits. The others cited gains relating to their project: "made me do more reading," "emphasized my study skills," "the independent study and the weekly reading log," "projects." When asked what was least effective, two found nothing to be least effective, several mentioned one text and some lecture content as ineffective and one did not like the "organizational scheme of the course." Under suggestions for future courses, some repeated previous comments about deleting one textbook, one suggested using "student interest more, as in the project," and one said, "more of a workshop format rather than lecture." Three preferred to have bi-monthly rather than weekly reading reports. A last question asked for project-related comments. These were all positive: "I have learned to alter my time and speed to the material," "My project was helpful," "My project helped me to understand a teacher's viewpoint and allowed me the experience of learning how to help students," "My project had drawbacks but I loved it."

The university evaluation is a student rating of the instructor rather than of the course specifically. However, responses to one item ("Compared to other courses I've had at VCU, this one is...") were helpful for this study. Comments were: "Helps you in your reading for other classes," "You always have the taks of having to get the work done on time," "It is helpful with other classes," "I needed to get a better background and it has helped."

Findings by Project Comparisons

I. The Tutorers

From the four conferences and weekly progress reports of each tutorer, I was able to determine that the four tutorers were satisfied with their project. One commented in conference that tutoring "helped make me more excited about my reading." This student created "cliff-hanger" lessons to draw his pupil back weekly, and even went to get his tardy tutee on one occasion. Another tutorer found a new tutee, a teenager, to tutor when his pupil did not show up. When the pupil did feel "dispirited," and that the tutoring absences threw her "off schedule." In retrospect, she wished she had chosen the log book. This student was herself absent four times and decreased on her grade point average from Fall to Spring semester. Because of the weekly progress comments, I realized that one student was a very unorganized tutor. After a special conference with me, she re-selected the log book, but subsequently dropped the course.

When comparing original course goals with the final essay comments about significant course learnings, I found that only one tutorer specifically mentioned the tutoring; this tutorer noted as significant "gaining a friend through tutoring." While all tutorers valued the course for study skills and general reading improvement, they did not relate the project to course learnings to any extent.

On the Survey of Study Habits and Attitudes the tutorers were definitely superior to the log bookers and programmed workbookers. As Table II illustrates, only on the category Delay Avoidance did they fall below the fiftieth percentile. The total score, Study Orientation,

places their average at 51.25. Tutorer habit attitudes thus seem to have been more positive from the start, which may be one factor in their decision to tutor.

On the Nelson-Denny (Table III) tutorers did now show great gains. The rate score gain must be attributed to class work rather than to the project since no rate work was included in their tutoring.

The tutorers began the semester with lengthier writing samples than the other two groups. Although their second sample indicate a decrease in number of words and sentences (See Table IV), they did demonstrate mature, reflective writing style throughout the course. Their number of errors decreased as well.

The tutorers' grade point averages (Table I) actually decreased by .14 from Fall to Spring semester. The tutorers showed least gains of the three groups on the Nelson-Denny, writing samples and GPAs. They were absent about as much as the others (Table I). However, their personal comments indicate success that does not show up quantitatively. Each of these tutorers was self-sufficient, organized and gregarious, based on qualitative observations and their own comments.

II. The Log Bookers

On the basis of the four conferences and weekly progress reports, the log bookers were pleased with their project. One commented on February 2 that "SQ3R is helping me make an A in that class." His ending comment was that "This project was most helpful in organizing and applying reading skills." Another said that after she got her independent work started, she applied it to all of her classes. The third

log booker said he would recommend this project "to students who need help to organize overall, because you begin to do it in other classes."

The log bookers cited as significant course gains on their essay organization, better study habits, and a sense of responsibility. Their initial course goals seem to have been well satisfied by their project completion.

It is interesting to note that the log booker Survey of Study Habits and Attitude Scores (Table II) were lowest of the groups on both Study Habits subscore and Study Orientation total score. These students seemed well able to select a project according to perceived needs. Their Nelson-Denny scores (Table III) showed increased in all areas. Their writing samples (Table IV) showed the greatest gains in length of the three groups and their grade point averages (Table I) showed the most increase. They were absent slightly less and achieved an A- grade average for the course (Table I).

The log bookers may have started the semester with deficits, but seem to have made significant improvements in their own view and in the quantitative findings.

III. The Programmed Workbookers

The programmed workbookers commented favorably on their project during conferences and on weekly progress notes. One felt that his programmed study in vocabulary was "very helpful in teaching one words and organizational skills ... much preferred to tutoring ... can do it on my own." This student was absent six times; he admitted he worked best with very clear criteria, even when turning in late assignments. Another

programmed workbooker started the course with very low Nelson-Denny scores and low self-concept. He selected the programmed approach to working on his comprehension and rate because he felt a need for definite structure. He shared that he actually used a time clock while doing his project; he became "aware of how well I do and how much improvement I need. I can size myself up better." The third programmed workbooker was a conscientious, strong student but felt inefficient in her college work because of slow rate and weak vocabulary. As she was needed at home a great deal to care for her invalid father, she preferred a project to work on at home and not specific to any one course as the log book was. She commented during her final conference that whereas most of the course work

> "will be helpful in the future, there's not time to apply it now, the project is applicable now because I notice that my speed is up although my comprehension is down. It created awareness ... it works better at home, in privacy with my own self-timing and I could do it when I had time."

The programmed workbookers all cited course goals which could be achieved readily through this project. Their cited course learnings (Table V) demonstrate that they had gained in the course in relation to project goals. On the Survey of Study Habits and Attitudes (Table II), their scores were lowest in Study Attitudes; they seemed to be most distrustful of teacher and institutional goals. The programmed approach allowed them to proceed with their own goals more independently than the other two projects could.

The programmed workbookers achieved the highest gains on the Nelson-Denny (Table III). Their project, which worked specifically on rate and vocabulary, combined with class work, undoubtedly gave them an edge here. They compared favorably on writing gains (Table IV), decreasing their errors the most and increasing their word and sentence

lengths to second highest. Their project called for less writing than those of the other two groups, so this finding is pleasantly unexpected.

Programmed workbooker grade point averages did increase somewhat. Since the programmed workbooker who was, by his own admission, irresponsible about college, was absent six times received a D in this course, and decreased in GPA by a whole grade in one semester, the group's GPA and average course grade looks worse than it might. Even so, this group was absent only slightly more than the other two groups.

The programmed workbookers seem to have selected a project with which they were satisfied and well-placed, from their own perceptions and by reviewing the available data.

Conclusions

As often occurs in an ethnographic inquiry, my conclusions do not necessarily match or answer the questions asked. Malinowski stresses that the ethnographer must be willing to question, but also to set aside this initial questioning or "preconceived solutions" will hinder the study. Although I draw conclusions in relation to my questions, I have had to discard some hunches in light of my findings.

Guiding question one was: "What type of students compose this group?" I had anticipated that I would have three fairly clear types of students: self-motivating, gregarious ones; less social but independent workers; and passive, dependent workers. Although the descriptors did apply, they were not definitive. Some students were passive but independent, some were gregarious but dependent. Thus, hunches about my second question were not confirmed

Guiding question two was: "What type of student seems to do best with which of three types of independent projects?" No clear evidence was found to show that particular students do better with particular projects. Rather, a student's current situation and expressed goals, not social characteristics, led to project success. The programmed workbooker who chose her project because of her goals and her father's illness would have done as well with either other project. It was wise to offer project choices, however; this enabled students to evaluate their own goals and situations and thus select their most suitable project.

Guiding question three read: "Do independent projects contribute substantially to attainment of personal goals, responsible study habits, increase in writing ability, and reading and study skills improvement?" Independent projects did provide for attainment of these goals, although no one project was clearly superior across all categories as I had hunched. The tutorers produced the least measurable improvement, but their personal comments indicate satisfaction and increased responsibility.

Guiding question four was: "Will completion of a specific project be perceived by students as relating to reading and study skills progress in this course and in their college programs?" Completing a project and reviewing its value consistently over a semester does seem to have been a positive feature of the course. As demonstrated in student comments, the completion of the project was perceived as relating to reading and study skills progress. They felt they did well in the course because they could see results from projects transferring to course improvement via Nelson-Denny scores and writing samples, as well as feeling personally satisfied. They felt the project helped in other college course because they saw grades improving and scheduled their study time more effectively.

Guiding question five read: "What factors within this course seem to stimulate success?" The selection and completion of a project was viewed as a factor stimulating success by logbookers and programmed workbookers and, to some extent, by tutorers. The textbooks viewed as stimulators were Miller, but not Spache and Berg, and Crist and Czarnecki which was not originally planned for course use. The informal survey of friends' study habits (Stark) was viewed as highly successful. Least successful were lectures and assigned readings on reading and study skills procedures. The Survey of Study Habits and Attitudes was discounted as irrelevant by the majority of students.

Multiple ways to demonstrate reading and study skills strategies by actively involving students was a clear factor to stimulate success. My hunch was that the project would be a strong factor; it was, but active involvement - which includes projects - came forth more strongly. I became much more aware of the impact of activity on success.

In future inquiry, I would develop questions based on these foreshadowed problems: How would course goals and project selection/completion be affected by race and sex of students; would results of a pre and post attitude survey reflect changes; would grade point averages improve over semesters following the one in which the course was taken?

Summary

Although this inquiry was a greater investment of my time than I normally spend in analyzing course development, the method was positive, and a clearer, more objective way for me to review my use of techniques applying my students' perceptions. Previously, I had counted on end of

course evaluations and redirected courses accordingly. But these evaluations are often not clear indicators, as I realized in this case. Retrospective evaluations cannot capture many important course elements because they are hurried hindsights. Consistent notes and observations, questioning, and study of data throughout the semester provided me with a wealth of resources for future course development. Had I not recorded observations from interviews immediately, my impressions would have been vague. I might have reached conclusions because I wanted to, rather than having to admit that my favorite project - the log book - was not clearly the best, or that one type of student would clearly surface. I would encourage colleagues to apply this type of intensive inquiry to at least one course a year, to find techniques for course improvement, effective student-teacher communication, and insights about one's teaching role.

Table I - Overview

	Sex	Race	Year in School	Course Goals	Attitude Survey (SO)	Nelson-Denny Total Gain	Nelson-Denny Rate Gain
Tutorers # 1	M	White	Junior	General reading improvement	65%	+6%	+22%
	M	Black	Sophomore	General reading improvement	65%	-9%	- 1%
	F	Black	Freshmen	Writing, textbook reading	45%	+5%	+45%
	F	Black	Sophomore	Vocabulary, punctuation skills	30%	+1%	+13%
*	F	Black	Sophomore	Study habits	5%	dropped course, not available	
Tutorer $\bar{x}$s =					51.25%	+.75%	+19.75
Log Bookers	M	White	Freshmen	Become organized	20%	+16%	+23%
	F	Black	Junior	Improve vocabulary	20%	0	+4%
	M	White	Junior	Comprehension, organization, or study skills	3%	-1%	-10%
Log Booker $\bar{x}$s =					14.33%	+5.00	+5.60
Programmed Workbookers	M	White	Sophomore	Increasing speed	20%	+1%	+50.00
	M	Black	Sophomore	Organization, rate	15%	+24%	+18.00
	F	White	Freshmen	Rate, vocabulary	15%	+3%	+40.0%
Programmed Workbooker $\bar{x}$s =					16.66%	+9.33	+36.00%
Other *	M	Black	Freshmen	General reading improvement	never took	dropped course, not available	

* not counted in $\bar{x}$s, dropped course

iting Sample Gains			Decrease	G P A				
ds	Sentences	Para-graphs	in Errors	Fall	Projected Spring	Actual Spring	Gain	Number Absences	Course Grade
- 3	+ 2	0	- 3	3.40	3.80	3.71	+.31	2	A
-125	- 5	0	- 2	3.20	2.80	3.20	+ 0	2	A
-55	- 5	0	- 2	3.00	2.40	2.30	-.70	4	B
-120	+ 7	0	- 4	2.33	2.60	2.31	-.02	0	A
dropped course, not available				1.00	-	1.00		6 before dropped	W
-15.75	-.25	0	-2.75				-.14	2	@ A-
-12	+ 5	+2	- 2	3.25	3.60	3.60	+.35	1	A
- 37	+ 3	+2	- 3	1.87	3.00	2.66	+.79	1	A
- 27	+ 3	0	- 2	1.66	2.50	1.50	-.16	3	B-
-28.66	+3.70	+1.30	-2.30				+.33	1.66	@ A-
- 57.	+ 6.	- 1.0	- 2	3.00	will decrease	2.00	-1.00	6	D
70.	+ 4.	0	- 3	2.00	3.0	2.72	+.72	1	B
- 3.	- 1.	0	- 4	3.20	3.0	3.33	+ .13	1	A
-41.33	+3.0	+ .33	-3.0				+ .05	2.66	@ B-
dropped course, not available				0.00	-	0.00	0	8 before dropped	W

Table II - Survey of Study Habits and Attitudes Scores

	Delay Avoidance	+ Work Methods	= Study Habits	Teacher Acceptance	+ Educational Acceptance	= Study Attitudes	Study Orientation
Tutorers	55%	85%	80%	50%	50%	50%	65%
	45%	75%	60%	50%	85%	70%	65%
	35%	45%	40%	50%	50%	50%	45%
	20%	40% *	25%	65%	35%	45%	30%
*	10%	20%	10%	5%	5%	5%	5%
Tutorer $\bar{x}$s	38.75%	61.25%	51.25%	53.75%	55%	53.75%	51.25%
Log Bookers	15%	55%	30%	25%	10%	15%	20%
	25%	35%	30%	15%	30%	20%	20%
	20%	20%	15%	3%	1%	1%	3%
Log Booker $\bar{x}$s	20%	36.66%	25%	14.33%	13.66%	13%	14.33%
Programmed Workbookers	10%	70%	35%	25%	3%	10%	20%
	30%	25%	25%	10%	10%	10%	15%
	40%	20%	30%	5%	15%	5%	15%
Programmed Workbooker $\bar{x}$s	26.66%	38.33%	30%	13.33%	9.33%	8.33%	16.66%

* not included in $\bar{x}$s, dropped course

Table III - Nelson-Denny Results

	Vocabulary Pre	Post	Gain	Comprehension Pre	Post	Gain	Total Pre	Post	Gain	Rate Pre	Post	Gain
Tutorers	57	56	-1%	76	89	+13	67	73	+6%	54	86	22%
	59	53	-6%	53	44	-9	56	47	-9%	99	98	-1%
	31	35	+4%	25	34	+9	27	32	+5%	32	77	+45%
	17	28	+9%	41	29	-12	26	27	+1	44	57	+13%
$\bar{x}$s gains			+1.0%			+.25%			+.75%			+19.75
Log Bookers	63	84	+21.0	82	93	+11%	73	89	+16	38	61	+23.00
	3	6	+3.0	4	1	-3%	2	2	0	2	7	+4.00
	33	20	-13.00	9	13	+4	15	14	-1	98	88	-10.00
$\bar{x}$s gains			+3.66			+4.00			+5.00			+5.60
Programmed Workbookers	85	87	+2.00	90	90	0	89	90	+1	36	96	+50.00
	6	30	+24.00	10	34	+24	6	30	+24	4	22	+18
	37	61	+24.00	30	23	-7	32	41	+3	8	48	+40
$\bar{x}$s gains			+16.66			+5.66			+9.33			+36.00

Table IV - Writing Sample Comparisons

	First Sample				Second Sample				Gains			Decrease in
	#Words	#Sentences	#Paragraphs	#Errors	#Words	#Sentences	#Paragraphs	#Errors	#Words	#Sentences	#Paragraphs	#Errors
Tutorers	138	8	2	3	135	10	2	0	-3	+2	0	3
	247	11	2	3	122	6	2	1	-125	-5	0	2
	236	13	2	2	181	8	2	0	-55	-5	0	2
	157	9	2	5	277	16	2	1	+120	+7	0	4
Tutorer $\bar{x}$s	194.50	10.25	2	3.25	178.75	10	2	.50	-15.75	-.25	0	2.75
Log Bookers	113	7	2	2	225	13	4	0	+112	+5	+2	2
	161	7	2	3	198	10	4	0	+37	+3	+2	3
	160	10	2	4	187	13	2	2	+27	+3	0	2
Log Booker $\bar{x}$s	144.66	8	2	3	203.33	12	3.33	.65	+58.66	+3.7	+1.3	2.30
Programmed Workbookers	120	6	3	2	177	12	2	0	+57	+6	-1	2
	96	4	2	3	166	8	2	0	+70	+4	0	3
Programmed Workbooker $\bar{x}$s	109	6	2	4	106	5	2	0	-3	-1	0	4
	108.33	5.33	2.33	3	149.66	8.33	2	0	+41.33	+3.0	+.33	3.00

Table V - Course Goals vs. Course Learnings

	Stated Course Goals	Stated Course Learnings
Tutorers	general reading improvement	consciousness about amount of reading to do, various techniques for reading comprehension, less anxiety about reading
	general reading improvement	study skills improvement, gaining friend through tutoring
	writing, textbook reading	better study habits (awareness came through interviews), less use of dictionary and more of context
	vocabulary, punctuation skills	found different ways to deal with assignments, rate, study habits
Log Bookers	become organized	reading rate and comprehension, vocabulary, study habits
	improve vocabulary	vocabulary increase, rate increase, better study habits (because of interview results)
	comprehension, organization of study skills	sense of responsibility, weekly reading, book reports (by getting log in)
Programmed Workbookers	increasing speed	daily scheduling of study time, budgeting time, efficient reading of study material
	organization, rate	reading applications to rate, study techniques
	rate, vocabulary	rate, review of study techniques

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